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ABSTRACT

This document presents data from the second year of the Student Assistance Program, a counseling program to help students who may be abusing drugs or alcohol, implemented at Sandia High School in the Albuquerque (New Mexico) Public School system. Data are included from the program's monthly records sheets, from parent involvement questionnaires, and from faculty and student surveys. Data tables and text are organized into seven major sections: Summary of Presentations, Sources of Referrals, Counseling and Outside Referrals, Parent Involvement Program, Faculty Surveys, Student Surveys, and a Conclusion. The conclusion summarizes the report findings that: (1) students were usually referred to the program by school administrators or the school detective but, as the year progressed, referrals from friends and teachers increased; (2) referred students usually received counseling from the program counselors, although some referrals were made to outside treatment facilities; (3) participants in the 8-week Parent Involvement Program for students and parents rated the program organization and quality favorably, but ratings were mixed with regard to how well the program met their individual needs; (4) nearly one-half of faculty respondents reported having referred students to the program, while all reported a high need for the program at the school; and (5) more than one-half of the students surveyed reported being unaware of the program, but stated they would encourage friends needing help to use the program. Survey forms are appended. (NB)

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STUDENT ASSISTANCE PROGRAM

SANDIA HIGH SCHOOL

1985-86 REPORT

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ALBUQUERQUE PUBLIC SCHOOLS

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June 1986

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ADMINISTRATIVE SUMMARY

The Student Assistance Program at Sandia High School, in its second year of operation, is a counseling program to help students who may be abusing drugs and/or alcohol. The evaluation presents data tabulated from the program's monthly records sheets, from parent involvement questionnaires, and from surveys distributed to faculty and students at Sandia High School.

During the 1985-86 school year, the number of presentations to Sandia High School or to individual classes increased steadily throughout the year. Students were referred to the program from a variety of sources, but most frequently and consistently by school administrators or school detectives. Some sources such as faculty members and friends referred students more often as the year progressed.

Although various alternatives for providing assistance are available within the program depending upon student needs, students are most frequently counseled by the program counselor. Referrals to outside treatment facilities such as Care Unit, University of New Mexico Outpatient Treatment or Heights Psychiatric Hospital were also occasionally made.

Some counseling was provided directly to parents or to parents and students together. In addition, attendance at the Parent Involvement Program, an educational program meeting for eight weeks, was mandated for some parent and student referrals. In these cases, both parents and students were required to attend. Those attending generally rated the program above average on overall quality and organization but were more divided on whether the program had met their individual needs. In comments, some felt the program was good, some felt the program attempted to make its point too forcefully and others felt more emphasis should be placed on the dangers of drug abuse. Many expressed initial negative feelings about being required to attend but felt by the time they finished that the program had been informative and useful.

Almost half of those Sandia High School faculty members who responded to a survey indicated they had referred students to the Student Assistance Program. Some had also sought other information from the program. Those who had actually referred students felt they understood the policies, procedures, and referral path for service, and rated the effectiveness of the services highly. Those who had not referred students felt they were uncertain of these topics. All faculty felt that the need for the program was high.

More than half (52%) of Sandia High School students surveyed were not aware of the program. Overall the majority of students were unsure how to obtain assistance from the program but felt they would encourage a friend to go to the program if help were needed. Most commented that more students need to be aware of the program.

STUDENT ASSISTANCE PROGRAM
1985-86
FINAL REPORT

I. INTRODUCTION

The Student Assistance Program at Sandia High School is in its second year of operation. The program offers counseling for the benefit of students who may be abusing drugs and/or alcohol. It also addresses the drug and alcohol abuse situation through 1) increasing awareness among students and faculty of alcohol/drug abuse and its symptoms (and treatment), 2) direct assistance to students having alcohol/drug use problems (either self-referred or referred by others), 3) assistance to students who are children of alcohol/drug abusers, and 4) assistance through referrals to students having other behavioral problems.

In addition to providing direct services to students, the Student Assistance Program counselor performed a variety of other public relations and service functions. Class presentations involved the counselor's meeting individual 9th through 12th grade classes at the invitation of teachers. In making presentations to public and community agencies, the counselor generally met during the evening with support groups and health service providers. The school presentation consisted of inservice sessions to all Sandia High School faculty and staff. The counselor also met with members of the APS Task Force, a health promotion team for the district, and provided individual counseling to Sandia High School faculty members regarding personal and family substance abuse concerns. In addition, she coordinated Impact Training for 30 Sandia faculty and staff members through the Care Unit, and supervised the Core Team/Review Team, which consisted of those faculty and staff members who had received Impact Training. This team served to identify youth who were at a high risk to become drug abusers, and attempted to guide them to appropriate services.

The evaluation will present data tabulated from monthly record sheets kept by the program counselor, faculty questionnaires, general student population questionnaires and questionnaires completed by parents and students who have attended the Parent Involvement Component of the program. The report is organized into seven major sections: Summary of Presentations; Sources of Referrals; Counseling and Outside Referrals; Parent Involvement Program; Faculty Surveys; Student Surveys; and a Conclusion.

II. PRESENTATIONS

The following tables present data from monthly record sheets kept by the program counselor.

Table I gives data based on monthly records kept by the program counselor on the number of presentations to school and community by the Student Assistance Program. It also provides figures on the total attendance per month at each type of presentation.

TABLE I

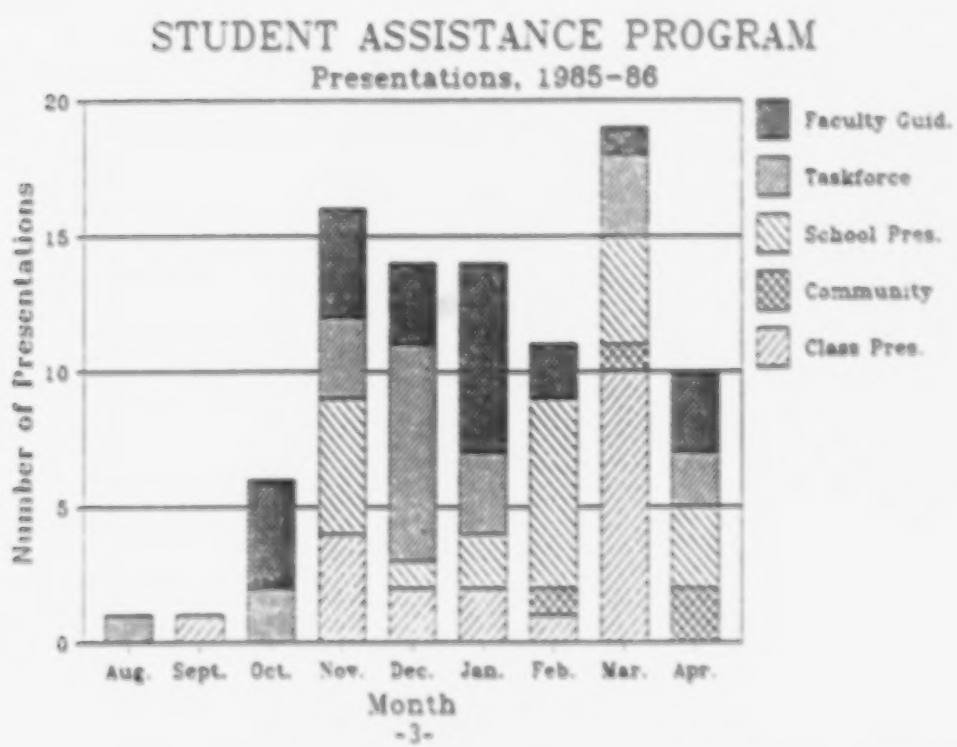
SCHOOL AND COMMUNITY PRESENTATIONS - 1985-86

The first number gives the number of sessions; the second, in parentheses, the total number attending the sessions.

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL
CLASS PRESENTATION	0	1 (7)	0	9 (24)	2 (16)	2 (30)	1 (30)	10 (291)	0	20 (398)
PUBLIC/COMMUNITY	0	0	0	0	0	0	1 (30)	1 (30)	2 (75)	4 (135)
SCHOOL PRESENTATION	0	0	0	5 (16)	1 (120)	2 (67)	7 (50)	4 (98)	3 (50)	22 (391)
TASKFORCE	1 (3)	0	2 (29)	3 (24)	0 (61)	3 (48)	0	3 (18)	2 (11)	22 (194)
FACULTY GUIDANCE SESSION	0	0	4 (6)	4 (10)	3 (6)	7 (18)	2 (18)	1 (3)	3 (6)	24 (75)

At the beginning of the school year, there were few large group presentations: counselor contacts were primarily focused on the Task Force and Faculty Guidance Sessions. However, as the year progressed more presentations to individual classes and the school at large were given along with more presentations to the public concerning the Student Assistance Program.

GRAPH OF TABLE 1



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III. SOURCES OF REFERRALS

Students can be referred to the Student Assistance Program for information and counseling on drug/alcohol abuse through a variety of sources. Table II displays data gathered from monthly record sheets kept by the program counselor. It represents the total number of referrals by month from each referral source.

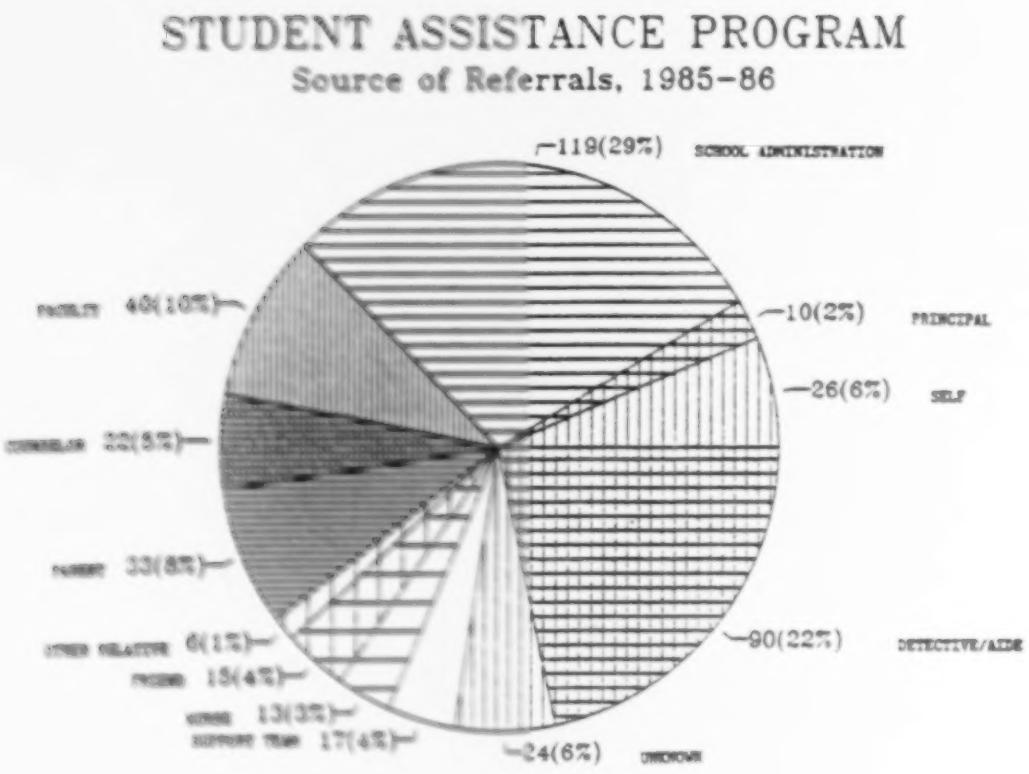
TABLE II

SOURCE OF REFERRALS - 1985-86

These figures represent the number of students referred by each source.

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL
SELF	0	1	1	0	2	1	5	7	9	26
PRINCIPAL	0	1	0	0	0	0	2	3	4	10
SCHOOL ADMINISTRATION	5	13	5	12	7	10	15	25	25	119
FACULTY	0	5	2	4	8	5	3	7	7	40
COUNSELOR	0	6	0	1	0	0	0	5	5	22
PARENT	0	1	3	1	4	5	10	3	6	33
OTHER RELATIVE	0	0	0	0	0	1	4	0	1	6
FRIEND	0	0	0	0	1	1	3	4	6	15
NURSE	0	0	0	0	0	0	6	5	2	13
SUPPORT TEAM	0	0	0	2	0	0	8	4	3	17
UNKNOWN	0	0	0	13	5	6	0	0	0	24
DETECTIVE/AIDE	0	10	3	2	4	11	23	12	25	90
TOTAL	5	37	12	35	31	40	79	75	31	415

GRAPH OF TABLE II



As the school year progressed increased numbers of students were referred to the Student Assistance Program. School administrators (other than the principal), school detectives and aides were more likely than any other source to refer students: they had referred students consistently from the beginning of the school year. These personnel may have been more aware of the program and may have used it as a discipline alternative for students in trouble for alcohol/drug abuse. Other referral sources, such as faculty members, parents and friends, became active later in the year, perhaps reflecting an increasing awareness of the availability of the program. It is also of interest to note that student self-referrals increased later in the school year.

IV. COUNSELING AND OUTSIDE REFERRALS

After students are referred through one source or another, they are seen by the program counselor. A variety of alternatives are available at this point, depending upon the situation: students can be counseled individually; parents can be counseled; parents and students can be counseled; students can be referred to a treatment facility or other treatment group; or parents and students can be asked to attend the Parent Involvement Program, which will be discussed further in a subsequent section. Table III provides data on the numbers of individual counseling contacts with students, parents, and student/parent dyads.

TABLE III

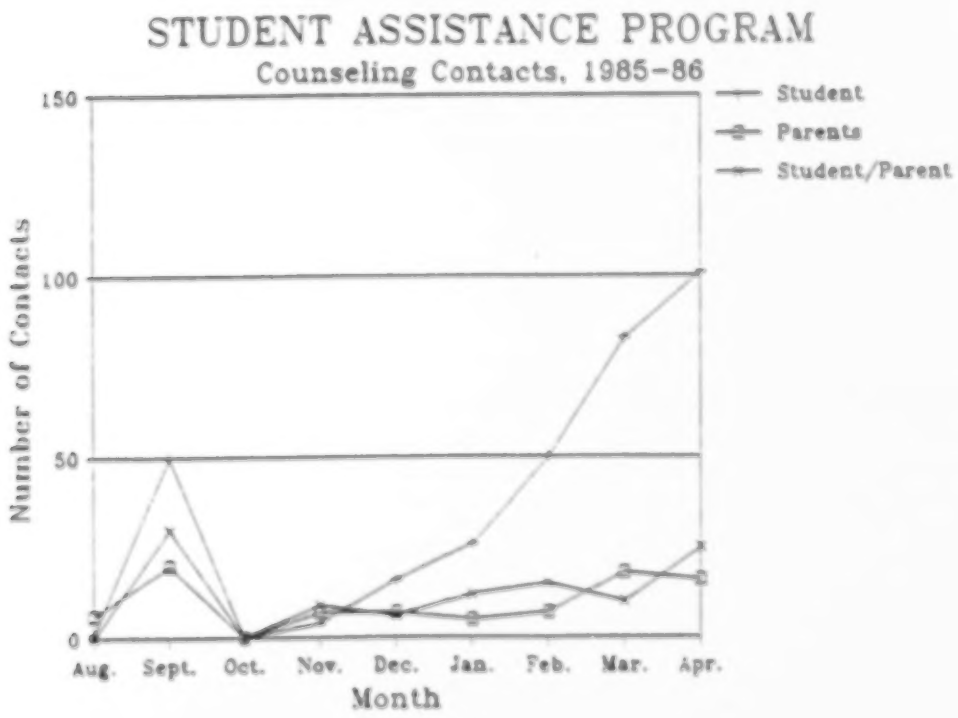
COUNSELING CONTACTS 1985-86

These figures represent the number of students referred by each source.

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL
STUDENT	1	50	0	9	16	26	50	53	101	231
PARENTS	6	20	0	7	7	5	7	18	16	86
STUDENT/PARENT	0	30	0	9	6	12	15	10	25	107
TOTAL	7	100	0	20	29	43	72	111	142	526

Table III shows the same pattern previously noted concerning the increasing number of contacts during the school year. In addition, the largest number of counseling contacts was with students themselves. The graph below illustrates the number of counseling contacts for the 1985-86 school year.

GRAPH OF TABLE III



The following list provides information on the number of referrals made during the year to treatment facilities and other treatment groups. The list is given in order of descending frequency of use.

TABLE IV

REFERRALS TO TREATMENT FACILITIES

Care Unit 10
UNM Outpatient 7
Heights Psychiatric 7
Alcoholics Anonymous 5
Al-Anon 3
Vista Sandia 1
Cottonwood 1
Presbyterian Hospital North 1
Daybreak 1
Charter Sunrise 3
Narcotics Anonymous 2
Drug Detection Services 2
New Life 2
UNM Inpatient 1

It is apparent from this list that the program utilizes a wide variety of treatment referral sources to meet the needs of students.

V. PARENT INVOLVEMENT PROGRAM

Besides individual counseling or referral to treatment facilities, the Student Assistance Program provides a Parent Involvement Program, which meets weekly for eight weeks and which consists of films, speakers and group discussions concerning drug/alcohol use and abuse and family issues surrounding the drug/alcohol use.

Participants (both parents and students) were asked to evaluate this program. The following table presents data obtained from each of the three series held during the school year. The data are presented separately since it is not clear that the populations or the programs presented were the same in each case. For the evaluation of the third series, student and parent responses were differentiated from each other and are presented separately. Participants were asked to rate aspects of the Parent Involvement Program along a scale from 1 (poor) to 5 (excellent).

TABLE V

PARENT INVOLVEMENT PROGRAM QUESTIONNAIRE RESULTS

SESSION I

Frequencies are presented for each response, along with percentage breakdown. (Percentages may not total 100, due to rounding)

	POOR				EXCELLENT
	1	2	3	4	5
QUALITY	1 (4%)	3 (12%)	4 (16%)	13 (52%)	4 (16%)
ORGANIZATION	1 (4%)	3 (12%)	8 (31%)	10 (38%)	4 (15%)
MET INDIVIDUAL NEEDS	2 (10%)	6 (29%)	3 (14%)	7 (33%)	3 (14%)

SESSION II

	POOR				EXCELLENT
	1	2	3	4	5
QUALITY	0	5 (14%)	9 (26%)	16 (46%)	5 (14%)
ORGANIZATION	0	0	6 (17%)	22 (63%)	7 (20%)
MET INDIVIDUAL NEEDS	2 (6%)	6 (17%)	9 (26%)	13 (37%)	5 (14%)

TABLE V CONTINUED

PARENT INVOLVEMENT PROGRAM QUESTIONNAIRE RESULTS

SESSION III

	POOR 1	2	3	4	EXCELLENT 5
QUALITY					
PARENTS	0	0	5 (45%)	5 (45%)	1 (9%)
STUDENTS	0	0	6 (50%)	6 (50%)	0
ORGANIZATION					
PARENTS	0	1 (7%)	3 (20%)	5 (33%)	6 (40%)
STUDENTS	0	0	2 (17%)	7 (58%)	3 (25%)

Participants in Sessions I and II most frequently rated the program "4" on overall quality and organization. Opinions were more likely to vary when asked whether the program met their individual needs. Elements of this variation may be explained through the comments presented subsequently. Of participants in Session II, parents and students most frequently rated the program either "3" or "4" in overall quality while on organization parents most frequently rated the program "5" (excellent) and students most frequently rated it "4".

In comments concerning Session I, participants listed topics they felt had been neglected: parent divorce (2), community responsibilities (2), other things to do in place of taking drugs (2), future consequences of drug/alcohol use (2), relationships (1), things to look for in drug/alcohol use (1), denial (1), followup support groups and the necessity of God's assistance (1). Additional comments were that the program had been very informative and helpful (5), that the discussion groups could be better organized (2), that it helped to talk to people (1), that counselors should be careful with the role-playing aspect of the program (1), and that the respondent hoped the school would continue to be involved in the program (1). One extended comment recommended that the program be mandatory for all students and teachers and that parents be required to attend an assembly on the topic.

Participants in Session II provided a lengthy list of additional topics they felt should be addressed, along with recommendations. Two respondents commented that the information was repetitious and no solutions were offered. Two requested more emphasis on alcohol and one requested more information on drugs. One respondent felt too much time was spent on serious problems and problem children and not enough on first offenders and normal kids. Others requested: more general behavioral discussion not totally concerned with alcohol or drugs; information on dealing with discipline with kids; and more on parent-teen

communication techniques. One suggested a school detective as a speaker, another more emphasis on long-term consequences and a third on ways of dealing with peer group pressure.

According to additional comments, four respondents felt it was a good program, two others felt it had helped with "family stuff" and improved parent-teen communication, and another felt all parents should be encouraged to attend regardless of whether their children were involved. Two respondents felt the program came on too strong and made it seem like everyone was a "druggie." Three commented that the program was repetitious or covered material they already knew. One requested that Skip Wardlon and Gary Smithhurst, presenters for one of the sessions, speak more about signs, symptoms, denial and consequences.

The participants in Session III were asked to respond concerning topics neglected, feelings before and after the program and how the program had been helpful in their own family situation.

Of parents' responses concerning topics neglected, two felt the program should be more forceful on showing consequences of drug use, including arm tracks, tours of hospitals, jails and prisons. Others requested more information on parent denial, on mental aspects of drug/alcohol abuse, on social and health risks, and on alcohol usage. Two requested more on the family and more group sessions with parents and students together. One parent expressed concern that early comments to the effect that teens frequently experiment with alcohol and drugs might give students the impression that it was all right to try them.

Student responses on topics neglected included recommendations for more emphasis on alcohol, more information on what drugs do, information on how booze is obtained by students, and information on how blood tests for alcohol and drugs are performed. One suggested that it be optional for parents to attend since if the parents want to know what's going on they will come.

When asked about feelings at the beginning and end of the program, five parents and seven students reported initial negative feelings which became more positive during the program. These same individuals indicated eventually feeling that the program was informative and useful. Three parents and one student reported positive feelings and three parents and one student felt the program to be a waste of time. Other parental comments included expectation of more parent/teen interaction or that the program was too long and made the child feel like "the scum of the earth." Other student comments were that although the student had no problem, he could now help his friends; that the parents got too worried; or that it was better than getting "busted."

When asked how the program had been helpful in their own families, nine parents indicated the program had been educational and informative and had given them things to think about. Two students also felt it had been informative but one commented that since the circumstances presented were extreme it made it easy for students to dismiss the situation as not relevant to their cases. Two parents and three students felt the program was not helpful/relevant to their own families. Three students said communications had improved in their families. One student said that the

parents learned they could let the student do more things outside the family and one felt that parents were worried because of wrong information given.

Overall it appears that both students and parents are satisfied with the quality and organization of the Parent Involvement Program, yet felt that a number of additional topics should be covered by the sessions. For the most part both parents and students reported positive feelings toward the program upon completing the sessions. Generally it was felt by participants that the program had been educational and informative.

VI. FACULTY SURVEYS

All faculty members at Sandia High School were surveyed to determine how they had become aware of the Student Assistance Program, whether they had used the program, how informed they felt about the program, whether they felt the program was needed, and whether they felt the program was effective. Tabulations of the responses follow (See Appendix B for copy of the questionnaire).

Of the 54 faculty responses (44% of those surveyed), the most frequently mentioned sources of their awareness of the Student Assistance Program were Impact Training (9 comments), department meetings (6 responses), inservice (6 responses), and Care Team/Review Team (7 responses). Others mentioned student referral/evaluation forms, faculty meetings, announcements, students attending the program or acquaintance with the leaders involved.

Almost half (43%) of the faculty responding had used the program services by referring students. Some also mentioned using the Student Assistance Program as a resource, for counseling, or to work with parents. Of the faculty who had used the program, 26% had referred 1-2 students, 35% had referred 3-5 students, 13% had referred 6-10 students and 17% had referred more than 10 students. Eight percent had referred no students.

The following tables present responses to questions concerning how informed the faculty felt about the Student Assistance Program. Responses are distinguished based on whether or not the respondent had used the Student Assistance Program.

TABLE VI

STUDENT ASSISTANCE PROGRAM FACULTY QUESTIONNAIRES RESPONSES

N = 54

HOW CLEARLY DO YOU UNDERSTAND THE POLICIES AND PROCEDURES OF THE STUDENT ASSISTANCE PROGRAM?

	HAVE USED	HAVE NOT USED
I clearly understand	16	7
I somewhat understand	6	16
I do not understand	0	4
Unable to answer due to lack of awareness	1	4

TABLE VI CONTINUED

STUDENT ASSISTANCE PROGRAM FACULTY QUESTIONNAIRES RESPONSES

HOW WELL ARE THE CORE GROUPS (FACULTY LIAISONS TO THE STUDENT ASSISTANCE PROGRAM) FUNCTIONING AT SANDIA HIGH SCHOOL?

	HAVE USED	HAVE NOT USED
Functioning very effectively	16	9
Functioning but need improvement	4	4
Ineffective	0	16
Unable to answer	2	2

HOW CLEARLY DO YOU UNDERSTAND THE REFERRAL PATH TO THE STUDENT ASSISTANT PROGRAM?

	HAVE USED	HAVE NOT USED
Very clearly	20	9
Somewhat clearly	3	11
Unclearly	0	6
Unable to answer	0	5

HOW INFORMED DO YOU FEEL ABOUT THE STUDENT ASSISTANCE PROGRAM?

	HAVE USED	HAVE NOT USED
Very well-informed	19	4
Somewhat informed	4	18
Not well-informed	0	5
Uninformed	0	4

PLEASE RATE THE NEED FOR THE TYPE OF SERVICES THE STUDENT ASSISTANCE PROGRAM OFFERS.

	HAVE USED	HAVE NOT USED
High	20	22
Uncertain	3	5
Low	0	3

TABLE VI CONTINUED

STUDENT ASSISTANCE PROGRAM FACULTY QUESTIONNAIRES RESPONSES

PLEASE RATE THE EFFECTIVENESS OF THE SERVICES THE STUDENT ASSISTANCE PROGRAM PROVIDES TO SANDIA HIGH SCHOOL STUDENTS.

	HAVE USED	HAVE NOT USED
Definitely helps students	16	2
Probably helps students	3	14
Is not clear whether program is helpful	1	9
Does not help students	0	0
No response	3	5

Faculty members who had used the services of the Student Assistance Program were more likely to feel: that they clearly understood the policies and procedures; that the Core Groups were functioning very effectively; that they understood the referral path very clearly; and that they were very well-informed about the Student Assistance Program.

Faculty members who had not used the services of the Student Assistance Program were more likely to feel: that they somewhat understood the policies and procedures; that the Core Groups were ineffective; that they understood the referral path somewhat clearly; and that they were somewhat informed about the Student Assistance Program.

Regardless of whether they had used the Student Assistance Program, faculty respondents felt the need for the program was high. Those who had used the program services felt it definitely helped students, while those who had not used the program felt it probably helped students.

Comments from faculty members who had used the Student Assistance Program indicated that it is an excellent/vital program (9 comments), and urged its continuation and support (4 comments). One teacher endorsed the leadership of the program and two requested progress reports or feedback on students referred. Another mentioned a need for more support groups consisting of non-using students who would offer help to students with drug/alcohol problems.

Faculty respondents who had not used the program services gave a wider variety of comments, requesting a quarterly report on students referred, requesting information on programs available for hard-core disciplinary cases, requesting additional information on the program or indicating support of the concept of the program.

VII. STUDENT SURVEYS

Students from a stratified random sample of Sandia High School classes were also asked to respond to a survey concerning their awareness of, and opinions surrounding, the Student Assistance Program (See Appendix C for a copy of the questionnaire). Of 325 questionnaires distributed, 182 (56%) were returned. Results were analyzed and data are presented for three groups: students who had been referred to the program by themselves or others (5% of the sample); students who were aware of the program but had not been referred (43% of the sample); and students who were not aware of the program (52% of the sample). It should be pointed out that some students indicated after completing this survey, that they did not realize that the drug counselor, of whose function they were aware, was the subject of this survey. The following table presents the survey question and the number of responses to each alternative for each of the three groups of students.

TABLE VII

STUDENT RESPONSE TO SURVEY

N=182

WERE YOU AWARE THAT THERE IS A STUDENT ASSISTANCE PROGRAM AT SANDIA HIGH SCHOOL?

	REFERRED	AWARE/ NOT REFERRED	NOT AWARE
Yes	8	78	NA
No	1	NA	88
Don't know	1	NA	6

IF YOU WERE HAVING TROUBLE WITH ALCOHOL OR DRUG ABUSE, WOULD YOU KNOW HOW TO SEEK ASSISTANCE FROM THE STUDENT ASSISTANCE PROGRAM?

	REFERRED	AWARE/ NOT REFERRED	NOT AWARE
Yes	8	35	13
No	1	35	72
Don't know	1	8	8
No response	0	0	1

TABLE VII CONTINUED

STUDENT RESPONSE TO SURVEY

IF A FRIEND OF YOURS WAS HAVING TROUBLE WITH ALCOHOL OR DRUG ABUSE, WOULD YOU ENCOURAGE HIM OR HER TO GO TO THE STUDENT ASSISTANCE PROGRAM?

	REFERRED	AWARE/ NOT REFERRED	NOT AWARE
Yes	5	51	57
No	0	11	28
Don't know	2	16	9
No response	3	0	0

HOW FAMILIAR DO YOU FEEL MOST SANDIA HIGH SCHOOL STUDENTS ARE WITH THE STUDENT ASSISTANCE PROGRAM?

	REFERRED	AWARE/ NOT REFERRED	NOT AWARE
Most know where and how to seek help	5	11	4
Some know where and how to seek help	1	28	24
Only a few know where and how to seek help	3	30	45
Students do not know where and how to seek help	1	9	19

HOW HELPFUL DO YOU FEEL THE STUDENT ASSISTANCE PROGRAM SERVICES ARE?

	REFERRED	AWARE/ NOT REFERRED	NOT AWARE
The program definitely helps	4	12	4
The program probably helps	0	21	19
Uncertain	2	32	32
The program does not help	4	4	1
Don't know what the services are	0	7	35

Students who are not aware of the existence of the Student Assistance Program do not know how to obtain that assistance. Of students who are aware of the existence of the program, slightly fewer than half (45%) know how to obtain that assistance. These results, combined with comments (reported in a subsequent paragraph) indicate most students are not aware of the process for seeking help from the Student Assistance Program.

When asked if they would encourage a friend to seek assistance for problems with alcohol or drug abuse, the majority in each of the three groups replied they would encourage the friend to contact the Student Assistance Program. In an open-ended question, students were asked the reasons for their responses. The reasons for and against recommending the program to a friend did not differ between students who were aware of the program and those who were not aware of the program. They are reported here as a single group. Of students who replied they would encourage a friend to seek help from the Student Assistance Program (108 students), the most common response was "to get help" or "the program might help them" (52%). The second most common response was that a friend "would help them" or that "they care about their friends" (28%). Other reasons included: "Drugs are bad," "They might hurt themselves, "Depends on how bad the problem is," "They might get sick," and "I already did." Students who had been to the program themselves responded that the Student Assistance Program would know what to do if the friend needed help.

Students who indicated they would <u>not</u> encourage a friend to seek help from the Student Assistance Program (39 students) gave the following reasons: "It's school related" (6 responses), "It's their own decision" (5 responses), "don't know about the program" (4 responses), "I would talk to them myself" (4 responses). Other comments indicated that students should get help from their parents, that professional help would be necessary, or that they would like to recommend the program but would feel strange doing so. Students who had attended the program, but would <u>not</u> encourage their friends with problems to do so, responded that the program was a waste of time or that it was the friend's problem, not theirs.

Students who indicated they didn't know whether they would encourage a friend to seek assistance from the Student Assistance Program generally indicated that it depended upon the person or the situation whether they would suggest the help (11 comments). Some also said that they didn't know enough about the program.

Regardless of whether or not the responding student was aware of the program, the majority felt that few students know how or where to seek help with drug or alcohol problems. Likewise, students were uncertain about whether the services provided were helpful.

Students were asked what they thought the available services were. The most common response was "help for drug users" (60 responses), followed by "don't know" (44 responses), and "counseling" (21 responses). Information on drugs/alcohol was listed by 8 respondents, and miscellaneous other comments included talking about problems, lectures from grown-ups who don't understand, students helping students, and intervention.

Students who had attended the Student Assistance Program were divided on whether the program had helped them or not and how it had helped. Approximately half felt the program had helped them; half felt they had gained nothing important.

In a section provided for general comments, students who had not been referred to the program commented most frequently that students need to be aware of the program (31 comments). The next most frequent comment was "Good job" (6 comments). Other miscellaneous comments included; "Seek a professional," "Those who have problems won't seek help until it's too late," "Need more peer counseling," "Bust the dealers," "Never needed help," and "Don't know if people have the dedication." Students who had been referred to the program were evenly split with half expressing support for the program and half opposing the program.

VIII. CONCLUSION

During the 1985-86 school year students were referred to the Student Assistance Program at Sandia High School most frequently by school administrators or the school detective. As the year progressed referrals from friends of students and students' teachers increased.

Students referred to the program most frequently received counseling services from the program counselor, although occasionally referrals were made to outside treatment facilities.

Counseling services were available to individual students, parents, and students and parents together. The Parent Involvement Program, an eight-week educational program for parents and students, is also available. Participants' ratings of the Parent Involvement Program were generally favorable with regard to organization and quality, but were mixed with regard to the extent to which it met their individual needs.

Nearly half of the Sandia High School faculty members who responded to a survey reported that they had referred students to the program. All faculty members surveyed felt the need for the program at Sandia High School was high.

More than half of the students responding to a survey indicated that they were not aware of the Student Assistance Program, but stated they they would encourage friends to make use of the program if they needed help. Most students surveyed felt the need for greater publicity about the program.

APS staff members, including the project leader, will review the data and findings contained in this report. A plan which includes appropriate steps to address identified program needs will be implemented.

APPENDIX

PARENT INVOLVEMENT PROGRAM

EVALUATION

Please fill out the following evaluation concerning the sessions of the Parent Involvement Program. Please give us your frank and honest reactions. Your feedback will assist us in planning a more informative and helpful program.

1. What was your overall evaluation of the quality of the program?

_____	_____	_____	_____	_____
1 poor	2	3	4	5 excellent

comments:

2. Please rate the sessions from 1 to 7, the most informative and helpful to the least informative and helpful.

____ Developmental Issues/Kevins Story	____ Dr. Frank Fee/Steve Olson
____ Gone Way Down-video tape/self-story	____ Dr. Ann Pressman/Susan Taylor
____ My Friend Has a Problem	____ Dr. Arensdorf-UNM
____ It Happened to Me	____ Valley High School Students
____ Enabling, Family, Legal Issues	____ Sue Patterson/David Hoffman
____ Signs, Symptoms, Denial and Consequences	____ Skip Wardlow/Gary Smithurst
____ The Leadership Program	____ Yvonne Kauffman and Rio Grande Students/Maria Cordova-Andrews and Menaul Students

comments:

3. How well was the program organized?

_____	_____	_____	_____	_____
1 poor	2	3	4	5 excellent

comments:

4. What topics or information were neglected that you would suggest be included in the next series?

5. How well did the program meet your individual needs?

_____	_____	_____	_____	_____
1 poor	2	3	4	5 excellent

6. Additional Comments:

Thank you for your input!

STUDENT ASSISTANCE PROGRAM

FACULTY QUESTIONNAIRE

* * * * * * * * * * * * (Please complete and return to Lynda Paulsen no later than May 28th, 1986) * * * * * * * * * * * *

In order to help us evaluate Sandia High School's Student Assistance Program please take a few minutes to complete and return this questionnaire.

The Student Assistance Program is a drug and alcohol counseling program which is administered by Lynda Paulsen. It exists for the benefit of students at Sandia High School who may be abusing drugs and/or alcohol.

Please place a checkmark on the line next to the statement which represents your response.

All your responses are anonymous.

1. If applicable, please explain how you have become familiar with the Student Assistance Program.

2. Have you used the Student Assistance Program's services?

   _____ Yes _____ No

3. If you have used the Student Assistance Program's services, please explain in what ways.

4. How many students have you referred to the Student Assistance Program?

   _____ 0
   _____ 1 - 2
   _____ 3 - 5
   _____ 6 - 10
   _____ More than ten

5. How clearly do you understand the policies and procedures of the Student Assistance Program?

   _____ I clearly understand the policies and procedures.
   _____ I somewhat understand the policies and procedures.
   _____ I do not understand the policies and procedures.
   _____ Unable to answer due to lack of awareness of program.

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS PAGE.

6. How well are the Core Groups (faculty liaisons to the Student Assistance Program) functioning at Sandia High School?

____ The Core Groups are functioning very effectively.
____ The Core Groups are functioning but need improvement.
____ The Core Groups are ineffective.
____ Unable to answer due to lack of awareness of program.

7. How clearly do you understand the referral path to the Student Assistance Program?

____ Very clearly.
____ Somewhat clearly.
____ Unclearly.
____ Unable to answer due to lack of awareness of program.

8. How informed do you feel about the Student Assistance Program Overall?

____ Very well-informed (thorough knowledge of program, purposes, personnel, and referral procedures).
____ Somewhat informed (know that program exists and what its basic services are).
____ Not well-informed (have heard of the program, but know little about it).
____ Uninformed (have not heard of the program).

9. Please rate the need for the type of services the Student Assistance Program offers at Sandia High School.

____ High (drug and alcohol use among students is serious enough to warrant such a program).
____ Uncertain.
____ Low (there is no need for these services at Sandia High School).

10. Please rate the effectiveness of the services the Student Assistance Program provides to Sandia High School students.

____ The program definitely helps students with drug and/or alcohol abuse problems.
____ The program probably helps students with drug and/or alcohol abuse problems.
____ It is not clear whether the program is helpful or not.
____ The program does not help students with drug and/or alcohol abuse problems.

11. What additional comments do you have regarding the Student Assistance Program?

Thank you for your cooperation.
Please return to Lynda Paulsen's box no later than May 28th, 1986

PRAMSSQ6

STUDENT ASSISTANCE PROGRAM

STUDENT QUESTIONNAIRE

The purpose of this survey is to find out how you feel about and what you know about the Student Assistance Program at Sandia High School.

The Student Assistance Program is a drug and alcohol counseling program which is administered by Lynda Paulsen. It exists for the benefit of students who may be abusing drugs and/or alcohol.

Please place a checkmark on the line next to the statement which represents your response. Some questions require that you write out an answer.

Be sure to answer honestly and sincerely.

All your responses are anonymous.

1. Were you aware that there is a Student Assistance Program at Sandia High School?

   _____ Yes _____ No _____ Don't Know

2. If you were having trouble with alcohol or drug abuse, would you know how to seek assistance from the Student Assistance Program?

   _____ Yes _____ No _____ Don't Know

3. If a friend of yours was having trouble with alcohol or drug abuse, would you encourage him or her to go to the Student Assistance Program?

   _____ Yes _____ No _____ Don't Know

   Why or why not?

4. What do you understand the Student Assistance Program services to be?

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS PAGE.

5. How familiar do you feel most Sandia High School students are with the Student Assistance Program's services?

____ Most students know where and how to seek help.
____ Some students know where and how to seek help.
____ Only a few students know where and how to seek help.
____ Students do not know where or how to seek help.

6. How helpful do you feel the Student Assistance Program services are?

____ The program definitely helps students with drug and/or alcohol abuse problems.
____ The program probably helps students with drug and/or alcohol abuse problems.
____ Uncertain.
____ The program does not help students with drug and/or alcohol problems.
____ Don't know what the services are.

7. Were you for any reason referred to the Student Assistance Program this year?

____ Yes ____ No

If yes, what services did you receive?

How did these services help you?

8. Please use this space for additional comments about the Student Assistance Program at Sandia High School.

Thank you for your cooperation.
Please turn this survey in to your teacher when you are finished.